



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## NEWS AND NOTES

---

### THE COLLEGE CONFERENCE ON ENGLISH

The third annual meeting of the College Conference on English was held November 26 at the College of the City of New York. The attendance was about fifty.

The program included four excellent addresses, and provoked a lively discussion of too great length and complexity to be summarized. A condensation of the regular papers, as authorized by the speakers, follows.

On "Teaching a Period of Literature," Dean F. H. Stoddard, of New York University, said in part: For such teaching there are two basal reasons: a reason of historical fact and a reason of educational economy. It is a fact in literary history that great writers have come grouped together, distinctive in time, in importance, and in influence. Historically sound, therefore, is the wisdom of a study of a definite period of literature. The second reason for this study is a reason of educational economy. In literature, as in life, great occasions make great leaders, and great leaders make great occasions. To study the lives and works of these leaders, the circumstances under which they came to maturity, is to give a wholeness to the study which makes it a permanent part of the educational life of a student.

In conducting this study, I advise that two main principles be kept in view. The period should be chosen with care, that the mind of the student may note how the great men of that period have worked; may note what subjects interested them; may gain something more than mere appreciation of literary methods; may become sympathetic with the mind-action of great writers. Not less important should be the consideration of the social interests of the period. The study of a great period of literature should be made the study of a great period of intellectual life. Literature is the permanent record of the great progressions of the world's greatest minds. Study it, then, systematically and sympathetically; and study it in its periods of greatest power.

On "Teaching One Author" Miss Christabel F. Fiske, of Vassar College, said in part: The aim to be kept in mind in a course dealing with the works of one author should be some special insight into the mysteries of a great personality, with the resultant conviction of the paramount importance to literature of a strongly individual point of

view and technique. This aim may be achieved by reading that is first intelligent, then colorful, then intimate. Among the many means toward this end are careful line-by-line reading both in class and in smaller groups, informal talks by the teacher when there would be involved a disproportionate amount of labor on the part of the student for the understanding of the writer's allusions to the philosophy or science of his day, frank application by both student and teacher to experts in other departments, much miscellaneous reading among the author's contemporaries, and extensive use of the comparative method.

On "Teaching a Literary Type" Dr. E. E. Hale, of Union University, said in part: The general principle I should suggest would be a logical method with a literary presentation. A logical method would be good, not only for its intellectual value, but because the very notion of a literary type implies that certain processes of comparison, abstraction, and generalization have been gone through with by somebody before there can be any such type. It will be well for the student to have some idea of this process when he is trying to appreciate just what the type of literature is. But this systematic view, which may be something of a discipline of thought, should be presented in a literary form. It should be as interesting as possible. It should give the student some consideration of the ideas and emotions presented in the literature under consideration. It should give him some idea of the literary tradition and method. As an illustration, we could deal with the subject *narrative poetry* by the following topics: popular ballads, literary ballads, longer poems of the ballad character, narrative poems without the ballad character, epic poems (introduced by poems which appear as parts of an epic), popular epic poetry. Such a development neglects the chronological order, but gives the student an idea which he may appreciate as a whole, while also understanding the relation of the different parts.

On "The Preparation for These Courses," Dr. Felix E. Schelling, of the University of Pennsylvania, raised the question whether remoteness of subject-matter might not at times be considered an advantage in teaching. He then spoke of the necessity of making the subject interesting, but thought that it was more important that the subject be interesting to the teacher than to the student, for the reason that the first being assured, the second was sure to follow.

Coming to the more general discussion, he dismissed the subject of preparation for all these topics with a few words concerning the necessity of an atmosphere of culture and the need of training in even the youngest child an attitude toward the things of the mind.

Adverting to the arrangement of courses, he noted the changed attitude toward "rhetoric" in that it is now mainly a practical subject. As to literature, he believed in working from the more familiar toward the less, and depreciated the chronological order and the logic which so frequently causes the teacher to go to pieces on the fundamentals of a subject. He has arranged the succession of courses in the following way. The first purpose is to get the student to think in literary terms. This is accomplished best by means of familiar topics such as the novel and modern essayists. The second purpose is the presentation of the subject in a succession of literary phenomena working from later times, say the nineteenth and eighteenth centuries, backward to the Elizabethan age. Poetry should come last, whether dramatic or lyric, because of its greater subtlety and difficulty of understanding.

He then pointed out that the chief function of literature grew out of its position as chief of the Humanities. Greek and Latin had lost their position. The "parasitic" sciences had not taken the place of the Humanities, for each was possessed of undoubted utilities, but usually of nothing else.

In conclusion he pointed out that the chief aim of the study of literature is to put before the young and eager mind the products of a great art, whether it speak the language of prose, of drama, or of lyric poetry; to guide the student's appreciation to an understanding of the great things, the beautiful and abiding things, that have been thought and expressed by the artists in words of our race; to create in him an attitude of mind that will make him receptive to the impressions of art and raise him by that means to a higher liberality, a greater openness of spirit, a larger humanity, and a loftier culture.

The informal discussion was participated in by Professor Mott, of the College of the City of New York, Professor Morris, of Syracuse University, Principal Felter, of the Girls' High School, Brooklyn, Dr. Schelling, and Dean Stoddard.

The officers of the Conference for the present year are: Chairman, Edward E. Hale, Jr., of Union University; vice-Chairman, Robert M. Gay, of Goucher College; Secretary-Treasurer, Edgar C. Morris, of Syracuse University.

---

#### NEW EDUCATIONAL JOURNALS

With the beginning of the new year three important additions were made to the list of American journals in the field of education. *School and Society* is edited by J. McKeen Cattell, of Columbia University,

and published by the Science Press. It appears weekly and is intended to emphasize the relation of schools to the social order, scientific research in education, and educational news of general interest.

*Educational Administration and Supervision* is edited by Lotus D. Coffman and Charles H. Johnston, of the University of Illinois, David Snedden, commissioner of education for Massachusetts, and James E. Van Sickle, superintendent of schools in Springfield, Massachusetts. The purposes announced include a thoroughgoing treatment of the problems of administration, supervision, curriculum-making, etc., as they appear in the fields of rural schools, city elementary schools, and secondary schools.

*The American School* is edited by Carroll G. Pearse, president of the Milwaukee Normal School, William B. Owen, principal of the Chicago Normal School, and J. W. Searson, head of the department of English in the State Agricultural College at Manhattan, Kansas. It is published by the American School Publishing Company at Milwaukee. The title-page announces that the magazine is "a journal for those who organize, administer, and supervise American education," and the editors promise frank and fearless discussion of the important educational issues which may from time to time arise.

There is without doubt a field for these new periodicals and the initial issues promise well. The friendly rivalry of two national journals of school supervision ought to result in a wealth of material in a field that educational journalism, to say nothing of educational writing in general, has but little cultivated.

---

## THE ASSOCIATIONS

### NEW ENGLAND

The meeting of the New England Association on December 5, 1914, was devoted to the topic, "Moving Pictures and English Work in the Schools." The speakers and their special topics were as follows: "The Pupil's Point of View," Frederic R. Willard, Central High School, Springfield, Massachusetts; "The Relation of the Moving Picture to English Composition," Carolyn M. Gerrish, Girls' Latin School, Boston; "The Relation of the Picture Play to Literature," Alfred M. Hitchcock, Public High School, Hartford, Connecticut; "Imagination, Concentration, and the Moving Picture," George H. Browne, Browne and Nichols School, Cambridge, Massachusetts; "The Manager's Point of View," F. F. Plimpton, Tremont Temple, Boston. A letter from

Thomas A. Edison setting forth his views as to the use of motion pictures in schools was read and there was a demonstration of moving pictures illustrating literature.

The report of the meeting in the *New England Leaflet* indicates that there was wide difference of opinion as to the value of motion pictures in school. So far little effort has been made to secure films really adapted to educational purposes. With proper care and reasonable limitations, the "movies" may doubtless be made a really useful auxiliary.

#### WEST VIRGINIA

In January the first regular monthly issue of the *West Virginia English Council Messenger* appeared. It is edited by the officers of the Council and is intended to unite the teachers of English in the state with common purposes. The spirit of the little sheet is distinctly intimate and cheerful and ought to appeal strongly to its constituents.

#### MARYLAND

The Maryland Council held a meeting jointly with the Baltimore Educational Society on January 8. The program was as follows:

Topic: "Oral English in Elementary and Secondary Schools."

- I. "History and Present Status of Oral English in the Schools,"  
JAMES MAHONEY, South Boston High School.
- II. "The Aim and the Method in Elementary Work," KATHERINE E.  
FORSTER, Baltimore Teachers' Training School.
- III. "Vocal Expression," ANNE ROTHWELL STEWART.
- IV. Oral Composition in Secondary Schools.
  - a) "The Values," WILLIS H. WILCOX.
  - b) "Co-ordination with Written Work," BENJAMIN E. FLEAGLE,  
Baltimore City College.
  - c) "The Time Element," Samuel M. North, Principal, Reisters-  
town High School.
  - d) "Co-operation of Other Departments," CLARA ESTELLE ROSE,  
Centreville High School.
- V. General Discussion.